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ABSTRACT

An integrated approach to education for special needs students is presented in this curriculum guide for ACCEPT (Academic Cooperative Career Education Program Today). Introductory information covers a definition of special needs students (educationally and socioeconomically disadvantaged and physically and mentally handicapped, including emotionally disturbed); statement of philosophy and concepts of ACCEPT; and the twenty-two behavioral objectives of the program. It is suggested that a cooperative work experience in local industry/business be implemented in conjunction with the two phases of the ACCEPT program. The seven units, designed to be added or extracted from to meet student needs, relate to phase one of the program, dealing with behavioral aspects that are common to all work experiences. Following the units for phase one, sample training plans for phase two are presented. (This phase deals with the development of concepts, skills, and attitudes directly applicable and meaningful to the student, relating to career goals and demands of a specific training station job.) Sample training plans are provided to give teachers practical suggestions for integrating specific and useful instruction in academic classes. Plans are presented for a painter, floor layer, nurse's aide, roofer apprentice, and worker at a building supplies outlet. Each plan describes the job, the skills needed to perform the job successfully, and the academic skills relevant to that job. A bibliography of instructional media, games, and books is appended. Evaluation instruments are also included. (SH)

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ACCEPT

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ACADEMIC
COOPERATIVE
CAREER
EDUCATION
PROGRAM
TODAY

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AN INTEGRATED APPROACH
TO COOPERATIVE EDUCATION

CE 014 113

Vocational-Technical
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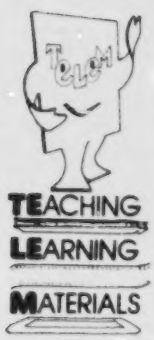

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PREFACE

The ACCEPT Program was originally developed through the combined efforts of the New Jersey State Department of Education, Division of Vocational Education, The Center for Occupational Education at Jersey City State College, and the Franklin High School in cooperation with the Bureau of Educational Personnel Development, United States Office of Education, under the Education Professions Development Act.

Parts of the content of this curriculum guide were adapted from materials that were developed at the University of Georgia, Division of Vocational Education, under the direction of Dr. H.R. Cheshire.

The original title of the program was ACE (Academic Career Education).

The program as presented here has been edited by Peter Hoskey and Michael Lauten.

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

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ACADEMIC COOPERATIVE CAREER EDUCATION PROGRAM TODAY

INTRODUCTION

The curriculum for Academic Cooperative Career Education Program Today (ACCEPT) includes an integrated approach to education for special needs students. The program focuses on the student as the nucleus of the learning process, integrating academic areas and career orientation into a style of life for each individual student. Maximum flexibility in scheduling allows for individualized instruction, small and large group instruction, and time blocks which can be adapted to meet the needs of the students.

Some learning experiences for the students in the ACCEPT program will include:

* *the individual and his society* – where he is coming from, where he is going. This will include participating as a member of a group with total group interaction. Individual and group problem-solving will permeate all activities.

* *how our economy works* – forming a corporation with other members of the group. This corporate structure will be a microcosm of all corporate structures, with students fulfilling certain roles within this corporation. They will be exposed to the various career clusters identified with all jobs.

* *researching manufacturing industries* – students will discuss and decide upon a product to manufacture. The product will be designed, manufactured, and offered for a sale in the school.

* *researching the service industries* – particularly the foods industry. Students will prepare and offer a product for sale and consumption.

* *personal involvement in government* – student will become aware of the role of an individual in the governmental process. The student will be exposed to activities designed to: 1) make his/her voice felt in local, state, and national government; 2) become aware of the formulation process of laws; 3) utilize the services provided by the community; and 4) become aware of our government as a member of the world community of nations.

* *role as a consumer* – establish a planning pattern of problem-solving criteria which may be generalized to all future purchases. The student will become aware of the interrelationship of the individual and the community.

* *need for learning about preventive safety* – familiarity with vocabulary, tools, and the methods of forming good safety habits. S/he will understand the investigative techniques employed to find safety violations.

The materials that follow are sample teaching units. These units may be added to, extracted from, and/or additional units developed to meet the needs of the students. The required curriculum material, which is general in nature, is covered in the **Units of Study**. More specific instruction, relating to a particular job or career goal, can be gained through the use of "Training Plans."

A cooperative work experience in local industry/business should also be implemented in conjunction with these two phases of the ACCEPT program.

Evaluation will be based upon an on-going process of self-evaluation by students, and by teacher and student working together. Progress will be recorded on a pass-fail basis.

DEFINITION OF SPECIAL NEEDS STUDENTS

1. "Disadvantaged persons" means individuals who have academic, socioeconomic, cultural, or other handicaps, preventing them from succeeding in regular vocational education programs. They require specially designed vocational education programs. The definition does not include physically or mentally handicapped persons.

   Evidence of unsuccessful school experiences may be determined by:

   1. Bad or deteriorating achievement records – frequent "D's" and "F's".
   2. A recent term failure.
   3. A low reading level.
   4. Has dropped out of school.
   5. Poor attendence and/or habitual tardiness.
   6. Pupil is below proper grade for age.
   7. Poor verbalization or literary ability.

2. "Handicapped persons" means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, or crippled, and thus cannot succeed in a regular vocational or consumer and homemaking educational program.

STATEMENT OF PHILOSOPHY AND CONCEPTS

Academic Cooperative Career Education Program Today (ACCEPT) directly recognizes the needs of each individual "special needs" student. It is an attempt to "humanize" the school situation addressing the student as the central core in the learning process.

The ACCEPT curriculum is tempered with the knowledge that students come to the learning situation with a variety of skills, interests, and abilities. It is the opinion of the authors that the student must *want* to learn in order to fully comprehend the material. The learner must be an active participant in education. We of the ACCEPT team are dedicated to the idea that education must be practical and applicable to all problem solving situations, neither beginning nor ending with the school day. Education is life, and life is a dynamic and changing phenomena.

Student attendence, punctuality, participation and the general acceptance of the institution will be measured, implementing the standard techniques of anecdotal records, sociograms, school records, and standardized testing. Evaluation of our total program must be based upon educational and practical criterion. We will strive to quantify behavior changes in terms of observable and empirical data. What have *I* learned? What have *I* become? Who am *I*? Where am *I* going? Individualized learning leads to self-evaluation and self-actualization.

ACCEPT integrates, via a project approach, the academic areas of learning, with a career orientation around the life-style of the student. We incorporate the "discovery method", utilizing a multi-sensory approach, viewing the learner as a thinking, feeling, creative member of a world community.

GOALS AND OBJECTIVES

1. The student will develop an acceptance, awareness, and meaning of self.

   S/he will be able:

   to offer effective contribution in group discussion as judged by the teacher.

   to utilize self-diagnostic instruments.

   to write an on-going personal evaluation file.

   to complete a functional resume.

2. The student will become more trusting of others, particularly those who are not part of his/her subculture.

   S/he will be able:

   to discuss controversial subjects without becoming hostile.

   to vote for other students to hold responsible jobs.

   to share personal problems with other students.

   to describe home experiences to the class at least once during the school year.

3. The student will be able to recognize individual social and emotional growth potential.

   S/he will be able:

   to decide on two tentative career choices.

   to participate in one afterschool event, such as a fashion show.

   to reduce discipline referrals at least 75 percent.

   to write a pre- and post-sociogram.

   to volitionally verbalize hostilities toward others.

4. The student will identify with adult models who demonstrate desirable qualities in their community.

   S/he will be able:

   to select four speakers from the community to address the class.

   to discuss a personal problem with a member of the ACCEPT team at least twice during the school year.

5. The student will develop a greater ability to interact successfully with other people.

   S/he will be able:

   to demonstrate individual responsibility when participating in a field trip experience.

   to communicate effectively on the telephone on at least five different occasions.

   to display courtesy and respect toward all guests.

6. The student will develop a sense of moral and ethical values.

   S/he will be able:

   to describe a product accurately through advertising.

   to replace defective items that have been returned by the consumer.

   to abide by all agreements developed between the corporate structure and the ACCEPT program.

7. The student will recognize an interrelationship between school, community, and self.

   S/he will be able:

   to improve school attendance and promptness by at least 50 percent over the past year.

   to participate in afterschool activities at least twice during the school year.

to accept the responsibility at least once for being an officer in a corporate structure.

to accompany parents at least once to a community event.

8. The student will exercise freedom of choice and accept responsibility for individual decisions.

S/he will be able:

to select goal-oriented high school courses in planning for entry level employment; for continuing education in vocational-technical schools: and college programs after graduation from high school.

to volitionally complete all independent study projects.

to observe all prescribed guidelines in the ACCEPT PROGRAM.

9. The student will realize the contributions of various occupations to his/her individual life, and society in general by familiarizing himself/herself with existing literature.

S/he will be able:

to identify the fifteen career clusters.

to differentiate among the fifteen career clusters.

to define the structure of each cluster.

10. The student will make tentative career choices, integrating interests, potential, and job availability.

S/he will be able:

to identify his/her own interests by filling out an interest inventory.

to use the General Aptitude Test Battery (GATE) from the employment service.

to survey and list at least five community job possibilities.

to decide on at least two job opportunities.

11. The student will develop skills in analyzing a job.

S/he will be able:

to compare salaries and benefits among five occupations.

to discern the availability of that job today and five years hence.

12. The student will realize the satisfaction of successful task completion.

S/he will be able:

to successfully complete and evaluate at least one training plan per marking period.

to write evaluative criterion for on-the-job satisfaction.

to volitionally show a willingness to explore additional horizons.

13. The student will develop an understanding of how man best uses his natural surroundings to improve his life style and to preserve those resources for future generations.

S/he will be able:

to identify and evaluate natural resources used in industry.

to complete an ecological check list in his community.

to participate in a recycling project.

14. The student will adequately prepare for future educational alternatives.

S/he will be able:

to write letters to governmental, industrial, and educational institutions.

to complete an occupational interest inventory and resume.

to design and evaluate a training plan.

15. The student will provide for his/her own physical and mental health.

S/he will be able:

to dress properly for school, community, and social functions as judged by teachers and peers.

to complete personal and attitudinal instruments.

to speak out freely and openly in class at least once a week.

16. The student will understand that education is a valuable resource for a successful life.

S/he will be able:

to write an educational plan for the following year.

to identify pertinent information in at least two of the career clusters.

17. The student will understand the degree of practice and knowledge essential for academic and career skill development.

S/he will be able:

to complete diagnostic tests in the area of reading, mathematics, and social studies at regular intervals throughout the year.

to verbalize at least once how practice and acquired knowledge has aided in skill development.

to compile a job preference list at the beginning and at the end of the year.

18. The students will understand the effects of a changing economic, cultural, and political milieu upon the individual.

S/he will be able:

to vote at least five times to express personal views concerning topics under group study.

19. The student will understand the interrelationship of each course in the curriculum for his/her total growth and development.

S/he will be able:

to write a crique of the ACCEPT program.

to select at least one outside learning area for an indepth study.

to volitionally participate in the formulation of an individual training plan.

to describe, at least twice, individual experiences in another course.

20. The student will evaluate experiences in terms of defining and redefining individual goals.

S/he will be able:

to apply for and secure at least one job.

to secure a different position, if initially rejected.

to write at least one job analysis pertaining to a chosen career.

21. The student will communicate thoughts and feelings effectively to others.

S/he will be able:

to participate in at least one debate or panel discussion expressing effectively his/her opinion.

to utilize the tape recorder, at least once, to convey personal feelings effectively.

to better evaluate individual participation in group discussions by implementing teacher-compiled anecdotal records.

22. The students will recognize established institutions as a potential vehicle for social change.

S/he will be able:

to present divergent points of view to the school administration without becoming irrational.

to write letters to governmental and environmental agencies reflecting his/her ideas and feelings on controversial subjects.

to petition local community agencies to effect desired social changes.

UNIT I – THE INDIVIDUAL AND HIS SOCIETY

Topic: "Where are you coming from? Where are you going?"

Objectives:

To help the student become more aware of his/her own potential, how best to utilize individual talents, in terms of life and career goals.

To provide an atmosphere which will enable the student to function positively in a group setting.

To assist the student in identifying positively with the ACCEPT program.

"WHERE ARE YOU COMING FROM? WHERE ARE YOU GOING?"

CONCEPT	SUGGESTED LEARNING ACTIVITY
Develop an attitude conducive to group dynamics; down play the role of the teacher as an authoritarian.	Classroom seating with teachers included.
Develop listening habits from group interaction.	Students divide into groups of three.
Develop communication skills.	Each student re-introduces some other member of the group.
Receive orientation and familiarization with group dynamics.	Speaker: Explanation of course.
Realize self-actualization; expand self-expression.	Allow students an opportunity to give more intimate details of self (Voluntary only).
Be made aware of factors involved in personality development; communication skills, personalize goals, adjust aspiration levels.	Written explanation of likes, dislikes, and occupational preferences. Oral discussion (anonymous, if desired).
Life adjustment via peer group.	*Film* – "Hey, what about us?"
Learn that school is a microcosm of society. Increase understanding of self. Learn to empathize and project one's self.	(Role playing) Subject: "Problems students have had in school."
Learn to reflect upon group interaction. Experience self-reflection.	Students will scatter with pen and paper to list reasons why student "Is who he is."
Learn to self-evaluate.	*Film*: "Facing Reality"
Learn to appreciate the dignity and worth of an individual in society.	Discussion of Newspapers; "Human Rights" (Are human rights infringed upon?) Bill of Rights speaker. (Law enforcement) Student to prepare bulletin board.
Develop appreciation for the dignity of work.	List various occupations on chalk board; have each student rank these in order of desirability.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Personalize occupational choices.	Discussion of individual occupational preferences. Reaction of student to self-developed occupational preference list. What students consider important factors to be included on a job application form, based on their own occupation.
Develop self and occupational awareness.	*Film* – "Hey what about us?" ACCEPT personality inventory chart. On-going evaluation techniques.

ACADEMIC COOPERATIVE CAREER EDUCATION PROGRAM TODAY
ACCEPT
PERSONALITY RATING SCALE

You will profit from this exercise only if you give it your careful consideration. Whether you are rating yourself, or someone else, this rating scale demands your serious attention if it is to be relevant.

NAME_____ DATE_____

TRAIT	RATING CHECK			
	Excellent	Good	Poor	Very Poor
Ambition				
Cooperation				
Courtesy				
Dependability				
Enthusiasm				
Foresight				
Mental Health				
Honesty				
Industry				
Initiative				
Loyalty				
Neatness				
Poise				
Punctuality				
Self-Control				
Sense of Humor				
Tact				
Willingness to Work				

UNIT II – HOW OUR ECONOMY WORKS

Topic: Forming a Corporation

Objectives:

To help the student understand that individual participation is inherent in a corporate structure.

To aid the student in compiling listings of the proper vocabulary used in the world of work.

To make the student aware of the mathematical skills required in a corporate structure.

To apply and implement techniques of production such as the assembly line, quality control, and mass production.

To expose the student to the opportunities available in the career cluster areas.

To contrast the relationship between the need for skill acquisition and success in a career.

To aid the student in preparing a resume and job application.

To increase awareness of the need for social skills in order to relate and work in harmony with co-workers.

To experience a sense of self-expression as an active member of a functioning corporation.

To understand and use the related resources and literature within a chosen career cluster.

To become aware of the intricacies of the stock market through active participation.

To demonstrate the need for research, analysis, and organization for corporate success.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Define term PROFIT.	How does General Motors make money? How can money (profit) make more money? Survey business section of a newspaper.
What is the role of the Stock Exchange? How do *investments* yield profit?	Students talk with a broker and visit the Stock Exchange. Discuss the concept of exchange, and how *profit* is determined.
Students become familiar with the physical appearance of a stock certificate.	List necessary information required on a certificate. Students may design and print their own certificates.
Calculate stock purchase price in accordance with profits realized by a corporation.	*Treasury* = Price Per Share Stock outstanding. Price Per Share X number of shares held = value.
Learn to compute stock value on day to day basis.	Use above formula.
Define term *"Corporate Structure."*	Discuss interrelationship of management, personnel, research, production, accounting, etc.
Deduce that this structure is a microcosm of all business ventures.	Students will apply analysis of business techniques and organization to setting up their own corporation.
Realize need for market analysis.	Devise a market survey based upon group discussion to compile instrument. Group will decide on product to be produced using results of survey.
Elect corporate officers and define roles.	Students write a job description for each position. Class will elect officers.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Write a functional resume and fill out job application to be submitted to corporation executives.	Student will write a resume and letter of application with the help of examples and overhead projection. Individual help by teachers. Submit to screening committee. Guidance Associates filmstrip "Getting and Keeping a Job."
Learn what role personal appearance plays in hiring procedures. Learn that attitude is "everything" in an interview. Identify interviewing techniques.	Prepare for interview: 1. Filmstrips 2. Role playing 3. Draw on personal experience. 4. Visit from Personnel manager. 5. Tape and tape records. 6. Students will list qualities expected in an applicant. 7. *Films:* Your Job; Good Work Habits and Your Job; Getting Ahead.
Experience a personnel interview.	The personnel interviewer chosen by class will interview person for position.
Establish that rejection of applicant for one position does not disqualify him for another job in the same corporate structure.	Those students not chosen will use bulletin board to apply for new position using improved techniques.
Learn how to fill out forms related to work experience.	The student will complete income tax, fringe benefit, union application, social security, and other related forms.
Recognize the importance of promptness.	Student will write and enact situations which show the need for promptness. Student-make tapes and films.
Develop an awareness that comfortable relationships with co-workers is vital to job success.	Students will relate personal experience to class. They will participate in role playing to demonstrate experiences. Student-made tapes and films of various jobs involving people and their relationship to job and each other.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Realize that mistakes can also lead to a positive learning experience.	Small group discussion of various mistakes which can be made on job.
Determine the best persons to consult in seeking solutions to a specific problem.	Class will use problem solving techniques. 1. List problem. 2. Identify and test alternatives. 3. Choose from alternatives that which best fits problem. Class discussion of whom to go to for advice.
Analyze business techniques and business organization practices. – mass production – assembly line – quality control – economics – man vs. machine	*Film:* Industrial Revolution. Class will visit industry to trace the history of manufacturing from individual to mechanized industry. Group discussions and reports.
Evaluate the need for safety and health practices during production cycle.	Class will review safety procedures.
Recognize the need for adapting one's skills to fill the needs of various jobs within a corporate structure because of advances in technology.	Speaker from Manpower. Class will write letter to person who has been retrained by Manpower. Write to major industries for retraining programs. Play Life Game – *"What Will You Do When Your Job Is Gone?"* Students will list reasons for technological displacement using projector. Students will relate personal experiences of family.
Identify the skills necessary for success in the corporate structure.	Class discussion and listing of the necessary skills: communicational, mathematical, social, problem solving, observation and interpretation of environment, grooming and bearing, initiative, taking orders, giving instructions, understanding the rights and responsibilities of others. Each student will select an alumni and write a letter asking for his post graduate experiences.

CONCEPT	SUGGESTED LEARNING ACTIVITY
	Invite former high school students to talk to class. Students will visit a plant and interview workers. Involve and invite parents to share work experiences with students.
Identify the chances for advancement in a corporate structure.	List reasons for the opening of jobs. Relate to previous discussion on advancement techniques.
Investigate the advantages and disadvantages of unions within a corporate structure.	*Film:* "The Rise of Unionism" Research reasons for unionism. 1. Scrapbook of current union movement. 2. Write letters to unions. 3. Speakers from unions. 4. Student sit in on union meetings and report to class. 5. Differentiate between professional unions and workers' unions. 6. Speaker: union organizer. 7. Actual panel discussion on labor unions. 8. Use resources of Industrial Labor Relations Board, Rutgers University.
Keep a personal log of continuing career information.	Student will select material to be kept in his personal log.
Organize and participate in a convention with other school corporations.	Student will organize student convention; students will experience actual stock exchanges among corporations. Students will negotiate shipping and sales contract.
Identify the various career clusters.	Use of the U.S. Department of Health, Education and Welfare booklet: *Career Education*. Use Occupational Outlook Handbook and Dictionary of Occupational Titles (D.O.T.) Students will create collages showing clusters. Class will make bulletin board listing student choices within occupational clusters.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Define "career," "occupation," "job."	Students to use chalkboard to illustrate own ideas about meaning of terms; discussion. *Film:* Career Education.
Examine the ways in which career determines one's future.	Students will prepare individual task analysis; teacher, employer, and student will prepare training program. Student will take the Kuder and other interest tests.
Apply "career cluster" concept to an individual's education.	Hoppick's occupational checklist survey can be used as a guide. Utilization of N.J. State Employment Service (General Aptitude Test Battery (GATB). Vocational Evaluation trailer.
Explore various types of work.	Visits to industry. Multi-media approach. Films, tapes, newspapers, projector, records, games, interviews.
Isolate specific job preference for each unit within corporate structure.	Students will first select product to be manufactured. Brainstorm specific jobs needed for production.

UNIT III – MANUFACTURING INDUSTRIES

Topic: Jewelry-Making

I. Basic Human Understanding

A. Jewelry is used for self and societal expression.

B. Jewelry expresses our creative and artistic use of our environment and natural resources.

C. Jewelry is mode of expression which is typical of all societies.

II. Practical Academic Application

A. Coordination skills necessary for jewelry making.

B. Formulating group consensus in a democratic way.

C. Techniques of merchandising: inventory, accounting, supply, and advertising.

D. The written, oral, and inferential communication skills necessary for commercial enterprises.

E. Formulation of problems and mathematical skills needed for business success.

F. Jewelry making and its allied fields have specific career implications.

G. That the use of tools is an extension of man's creative abilities.

H. Problem solving techniques will be used by students.

I. Group process will be used to arrive at decisions.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Learn the safety factors involved in jewelry making.	Review the safety procedures for manufacturing industries. Make safety charts for classroom display.
Research the history of jewelry making.	Teacher and student use resource material.
Learn that historically jewelry has been used by other societies.	Demonstrations; guests. Utilization of Fine Arts Department. Community resource people.
List the factors which influence the selection of jewelry.	Group work leading to class discussion.
Grasp the significance of wearing jewelry (varying from culture to culture).	Group work leading to class discussion.
Be aware of ecological influence in the selection of jewelry.	Observation: newspapers, magazines, and advertising. Develop class scrapbook.
Compare rock formations; indigenous vs. sedimentary – hardness factor.	Use of multi-sensory kit; records; films borrowed from local museums; gathering and classification of rocks in community; field trips.
Distinguish how the natural forces react on various materials (such as erosion, oxidation, petrification).	Use of tumbling kit; collection of materials.
Discover that heat can change the nature of some materials such as glass and clay.	Students use kiln. Student demonstration of glass blowing. *Film:* Temperature and Matter, S.C.A.V.
Differentiate among opaque, translucent, and transparent materials.	Kaleidoscope. Examination of student. Possessions. (eye glasses, paints, clothing)
Determine class preference for order of areas to be experienced.	Group dynamics discussion and vote.
Select techniques in the designing of jewelry.	Review basic geometric forms and the rule "form follows function in individual design." Decision making.
Develop the proper vocabulary for jewelry making and selling.	Student will design vocabulary charts for display in classroom.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Identify various methods of production.	Class discussion.
Establish methods of production to be used.	Lecture and demonstration. Film; charts.
Select materials suitable for a given project.	Demonstration by student using file and soft metal. Discussion of dangerous materials. Integration of student's previous findings.
Identify methods of obtaining necessary materials.	Requisition by students. Purchasing by students.
View the coloring involved in jewelry making.	Oral discussion, using the color wheel. *Film:* Discovering Color; S.C.A.V.
Identify the painting techniques involved in jewelry making.	View film on techniques. Speaker from art department.
Learn to follow both verbal and written instruction.	Use of written guide for implementation of assembly line techniques.
Evaluate quality and efficiency of product procedure.	Choose quality control person.
Discover the proper market for jewelry.	Develop use and analyze survey to determine market.
Determine the most efficient method of marketing jewelry.	Observe buying habits of consumer market. Examine advertising.
Display product for sale.	New display case. Role playing using sales techniques.
Determine the selling costs of the finished product.	Devise cost analysis system. Decide margin of profit. Compute price.
Maintain inventory of merchandise.	Students will investigate and implement accounting procedure. *Film*: Bookkeeping and You; S.C.A.V.
Organize fashion show with jewelry as its core.	Class planning, class costuming, class presentation, and group discussion.

UNIT IV – SERVICE INDUSTRIES

Topic: Food Services

Objectives:

To develop an awareness of the career opportunities in the food cluster areas.

To become aware of individual nutritional needs.

To determine nutritional content of various foods.

To learn practical business procedures and their applications.

To realize that diet has a direct influence on each individual's development.

To aid the student in becoming knowledgeable in the purchase and consumption of goods.

To illustrate that cooperation and skill are vital in the preparation of foods.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Identify and use the proper vocabulary of the food industry.	Class will play vocabulary building game. Students will make advertising slogans and charts.
Decide on a product in the Food Service area – popcorn.	Small groups design and develop an interest survey. Class will test group surveys and develop class surveys.
Determine if this product is economically feasible.	Cost analysis by students.
Negotiate with the school administration for permission, locations, etc.	Students will set up appointments, by use of telephone memos. Class will present plan to administration.
Poll the student body to identify the market.	Check list development for market survey by students.
Compare and contrast home-made popcorn and commercial popcorn.	The students will purchase commercial popcorn and make comparison in class. Examination of fad foods and their nutritional quality.
Survey the nutritional needs of adolescents.	Class will compose a letter to governmental health agencies, asking for minimal nutritional needs. Nurse visitation; visit by cafeteria nutritional expert. Student will construct nutritional chart.
Investigate how food plays a part in the ritualistic rights of societal groups. (Thanksgiving, feasts, etc.)	Relate the information gained to the food makeup of adolescent society. *Film*: The Color of Life.
Discover that food is an expression of individual and societal likes and dislikes.	Student will price various foods, including less popular items, i.e., chicken and beef hearts.
Classify the various uses of food as decorative items for holidays and other festive occasions.	Student listing of decorative items.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Differentiate between food as a means of identifying groups, and geography as a dictator of the staple.	Films showing how geography influences food consumption. Group discussion of the changing food techniques in America, e.g. Tang vs. orange juice.
Describe the economic and social factors that influence the popularity of snack foods.	Tape recorded panel discussion by students; all methods of research to be used by students for role playing–recreating other times in history.
Discover that food and the need for cultivatable land has caused wars and has been the source of vital hostility.	Films. Students will use library resources and newspapers for discussion of social problems caused by the basic need of productive land.
Analyze food planning and preparation as a cohesive force in family living.	Class trip to local family-run business. Students will analyze T.V. family show; production of class version of T.V. show on video tape.
Interpret data showing that food, being a basic need, is the subject of many art forms.	Show films of various feasts around the world. Role play rituals of other cultures by students. Use of school library to show most artists have used food as a subject at one time or another.
Discern that food is the subject of many song inspirations (folk songs, concerts, etc.) and dances (tribal, etc.)	Class will listen to records. Discussion of Bangladesh, Coke song, and other food-oriented songs. Request students to bring in their own materials.
Compare the size of the object in relationship to its weight and distinguish the volume, weight, and shape of corn before and after popping.	Scientific experimentation by students. Resource person–science teacher. Students will use science lab equipment.
Experiment to determine the proper popping of popcorn.	Student will experiment using various methods of production.

Estimate the production needs determined by the market.	Students will use results of market survey for application to the school production.
Analyze skills used for each procedural operation.	Students will construct time study, using individual job analysis.
Establish individual role in production.	Self and group evaluation by students.
Requisition materials and supplies.	Students will use forms, catalogs, and invoices.
Establish a daily work and production schedule.	Student discussion and use of overhead projector by students.
Implement production and sales.	Students will mass produce products and use sales techniques.
Construct a flow chart to reevaluate sales and techniques.	Students will construct and interpret a flow chart.
Survey and experience various packaging, with various ecological implications.	Visitation to local packaging companies/films/field trips. N.J. Environmental Protection Agency. Small group experimentation with packaging materials.
Explore, examine, and apply techniques used in obtaining copyright for our production.	Students will make applications for copyright. Individual library research. Class discussions. Resource person and local lawyer.
Develop a scrapbook of skilled descriptions for isolating skills for job cluster application.	Develop a class scrapbook, using clippings, newspapers, magazines, and periodicals.

UNIT V – GOVERNMENT

Topic: "Your Involvement in Government"

To understand the role of the individual as an important part of government.

To make the student aware of the complexities of representative democracy.

To understand that the formulation of laws is a group process.

To understand the function of bi-partisan politics.

To learn vocabulary, skills, and methods that will enable student to become a better citizen.

To understand the need for local, state, and federal laws.

To illustrate the importance of active participation in government.

To increase student awareness of our government as a member of the world community of nations.

To show how governments use problem-solving methods, as well as individuals.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Understand and define government.	Students to compare individual opinions to dictionary definitions, textbook definitions, etc. Devise a workable definition.
Explore various forms of government: a) dictatorship b) democracy, etc.	Student research and presentation of oral reports. Construction of "Contrast diagram" showing difference.
Distinguish between the parties within our democratic government.	Newspapers and political cartoons. Student panel discussion. Group reports.
Identify various levels of national, state, and local government in order of importance.	Organizational chart. "Chain of Command."
Distinguish between appointed and elected officials.	Investigate the structure of school governments and NEA; conduct interviews with members of Chamber of Commerce, etc. Scan for different types of official newspapers, U.S. News (Periodicals).
Discuss election procedures by exploring the importance of: campaign speeches campaign propaganda history of candidates voter registration voting process interpretation conventions	Students write campaign speeches for desired official position. Construct posters, billboards, fly sheets, and other propaganda. Research background of presidential and vice presidential candidates. Registers, sample ballots, voting machines, lists of polls, role-playing. Design propaganda "T-shirts."
Conduct a poll of student body on a relevant sociopolitical issue, (e.g. "Should we have a dress code?")	Sample survey. Students determine actual sample size. Small group prepares a survey form. Tally and show results in statistical form.
Discern the connection between governmental officials and laws.	Trips to government agencies (City Hall) Panel discussion: the need for laws. *Film*: "Laws."

CONCEPT	SUGGESTED LEARNING ACTIVITY
Examine steps involved in making a law. Distinguish between a law and an amendment.	Use legislative materials from associations. Write a bill. Trace a bill from writing to community to voting. Discussion of lobbying and influencing the passing of a bill. Role playing.
Prepare and present an actual news release of the outcome of class election.	Have students divide into small groups. Design and evaluate news release.

UNIT VI – CONSUMER EDUCATION

Topic: Plan to Purchase – "Buying an Automobile"

To establish a pattern of problem-solving criterion which is generalizable for all future consumer activities.

To teach the student to become critical when making major purchases.

To demonstrate to the student the value of making intelligent investments.

To increase student awareness of economic and social forces when making major purchases.

To demonstrate the interrelationship between the individual and the economy.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Design a budget with a car purchase in mind.	Student will collect budget samples, formulate guidelines, and write budget.
Determine for himself/herself, based on indiv dual budget, which is more practical, a new or used automobile.	Students will examine price listings of new and used cars; use research data and compute cost to repair used cars. Debate.
Select from an available list of reputable dealers, those who best serve individual needs.	Student will make a list of car dealers by using yellow pages in the phone directory and advertisements in the newspapers. Student will devise questionnaire to be distributed requesting information on satisfaction of *service of dealer.*
Determine the method of financing. Investigate finance procedure.	Student will write and visit lending institutions for information concerning loan procedures. They will evaluate and compare interest rates, qualifications, payment procedure, etc.
Explore requirements necessary in securing a loan.	Chart devised by students in comparing information gathered on financing procedures. Role playing of financial interview.
Identify the various types of available loans and their respective costs.	Contact local banking institutions to obtain current comparisons.
List the financial penalties involved in repaying a loan.	Use chart devised by students. Oral reports by students.
Determine what proportion of a monthly salary can be committed to time payment.	Student will refer to previously prepared budget.
Investigate various types of bank accounts.	Students will write to banks for information on various accounts.
Determine advantages, cost, benefits of each.	Contrast findings by use of charts. *Student-devised bulletin board.*

CONCEPT	SUGGESTED LEARNING ACTIVITY
Determine the best automobile insurance for an individual's needs.	Invite guest speaker(s) from the community. The student will collect and compare insurance company forms.
Investigate how to get the most for your money, based on your own needs for an automobile.	Class will break into small groups to make price comparison charts. Class will discuss the findings.
Discuss the social and psychological reasons for car ownership.	The student will classify the cars in the student parking lot and make a graph of the findings. Student will discuss his or her rationale for purchasing a car. Class discussion.
Examine the advertising techniques of various car advertisements.	Student will collect advertisements and have class evaluate and rate. Students will design advertisements.
Isolate false advertising.	Students will check advertisements for false statements. They will write letters to the companies stating reasons why the advertising is false or misleading.
Differentiate among: a. car chassis b. types of engine c. body styles d. electrical systems e. tires f. interior	Class visit to automobile manufacturing plant. Students will examine manuals and other automotive literature. Examine cars and draw diagrams.
Evaluate how well form follows function in automotive design.	Students will list some desirable qualities for a car of the future. They will compare various automotive designs (e.g. 1920 vs. 1970). The class will gather clippings and pictures. Discuss planned obsolescence of automobiles.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Trace the historical development of automobiles.	Films. Students will study auto designs which are considered classic. Students will identify common elements. Field trip (Franklin Institute).
Explore how the designing and decorating of automobiles is a form of expression of values.	Each student will write a report selecting and defending the vehicle design of his choice. Students will construct model cars which will be placed in display case.
Purchase the car and interpret the sales contract.	The student will select the car of his choice. The student will investigate and utilize various sales contracts.
Investigate the effect of the auto on the environment.	Films. The student will use personal observations and newspaper clippings. They will write individual letters to various experts in the field.
Identify the factors required in the selection of fuel: regular, hi-test, etc.	The student will chart the factors. Films: from Humble Oil. Oral presentation by students on additives.
Investigate rules and regulations of motor vehicle department.	Police officer – speaker. Students will read motor vehicle handbook. Oral reports by students on personal experience. Students will take sample test in motor vehicle handbook.
Investigate the occurrence of engineering mistakes and the need for call-back.	Small groups of students research newspapers for past car recalls. Large group discussion. Role playing between a consumer and a service manager by students.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Explain the automobile and its functional relationship to everyday life.	Student will explain to a panel of judges their need for a car.
Explore the safety features of various cars and equipment.	*Film:* "Every Second Car" Draw on personal experiences of students. Role playing by students of police officers investigating an accident. Student will fill out accident report.
List the alternatives to the gas combustion engine and the economic implications.	**Slow Death in Center Lane.** Small group reports on alternative methods.
Investigate current emphasis on highway safety.	Student will make a group bulletin board. Student will design and construct model highway.
Analyze the need for driver education.	Student will give a verbal evaluation of high school course.
Investigate the job opportunities in the auto industry.	Guest speakers from occupational clusters. Student will do research in library. Individual oral reports. Survey student preference for job choice based on information in reports.
Investigate the industries allied to the automobile industry.	Students make lists and visits to allied industries. They will prepare a job description and report to class.
Investigate the laws, the design, and the physics involved in the functioning of an automobile engine.	Students will construct a model car. Class trip to motor vehicle inspection station. Guest speaker invited.

UNIT VII: HEALTH AND SAFETY

Topic: Habits, equipment, and procedures for health and safety.

To aid the student in recognizing the need for personal safety.

To help the student realize that his/her safety depends on the safety habits of co-workers.

To demonstrate the need and use of protective equipment.

To increase student awareness of the workers involved with safety in our community.

To understand the role of safety colors and symbols.

To comprehend and be instructed in the use of modern first aid procedures.

To help the student to understand the methods and techniques utilized to investigate safety violations.

To make the student aware of the need for preventive safety.

CONCEPT	SUGGESTED LEARNING ACTIVITY
Identify and isolate the need for safety.	In small groups, the students will prepare a safety check list. Individual students will do a safety checkup on the school, using the safety check list.
Analyze and interpret the relevance and history of safety laws and regulations.	The origin of the safety laws will be discussed. Write letters to governmental agencies requesting literature on safety legislation. Students will write safety slogans for classroom.
Learn the proper identification and use of personal protection equipment.	The students will obtain samples of protective equipment for hall display, such as eyeglasses, protective shoes, etc.
Identify community protective equipment.	*Film:* "The Eye" Field trip to fire house.
Evaluate the flammability of wearing apparel.	Lab experiment on flammability of clothing.
Learn the effectiveness of safety colors and symbols.	The student will observe traffic and safety signs and the safety equipment of officials' cars. Each student will give an oral presentation to a small group. The group will then prepare a presentation for class, by use of tapes, drawings, and overhead projector.
Comprehend the necessity for first aid knowledge.	Class will visit first aid station or rescue squad to observe the equipment and to interview the personnel. Students will prepare role playing units to enact situations which call for first aid knowledge. Prepare video-tape presentation.
Understand safety awareness is a day-to-day occurrence.	Students will keep an on-going check list of safety conditions around school.

EVALUATION

Evaluation for this program will be on-going. It will include:

A. Student and teacher observation forms.

B. Student records and checklist.

C. Teacher records and federal, state, and local school records.

D. Attendance.

E. Anecdotal records, sociograms, standardized testing, and empirical observations.

F. Evaluate according to the objectives for each unit.

Several suggestions are given as to different methods of evaluation and some examples included. Each unit's objectives, concepts, and learning activities should be evaluated in terms of effectiveness by the teachers and students. The method of evaluation for each area should vary according to the needs of a particular student and the methodology employed is left to the discretion of teacher and/or student(s).

Following are examples of "Evaluation" forms which may be used. These forms may be revised according to the individual teacher's needs.

EVALUATION OF GUEST SPEAKER

		EXCELLENT	GOOD	FAIR	POOR
1.	General knowledge learned from speakers .	____	____	____	____
2.	Relevancy of activities provided by speaker.	____	____	____	____
3.	Effectiveness of presentation.	____	____	____	____
4.	Application to work with student.	____	____	____	____
5.	Relationship with the group.	____	____	____	____

NAME _____ DATE _____

SELF EVALUATION

1. I feel that this time period was:

   (a) Well spent
   (b) Good but average
   (c) A waste of time

2. I feel that our class interacted:

   (a) Excellent
   (b) Average
   (c) Not at all
   (d) On a strained basis

3. List the four best experiences during this time period, in descending order:

   (a)
   (b)
   (c)
   (d)

4. I feel that my individual talents:

   (a) Are being used
   (b) Could be better used
   (c) Not used at all
   (d) Do not feel involved

5. During this time period, I think we should have:

   Comments:

6. If I had to grade my class efforts, I would give a letter grade of:

   Grade:

7. If I had to grade my group efforts, I would give a letter grade of:

   Grade:

8. I would like to see our group get involved next week in:

   Comments:

STUDENT REPORT ON CLASSROOM TEACHING

The purpose of this report is to assist your coordinator in increasing his effectiveness in the classroom. For this reason, you are requested to indicate your response to the following statements and questions.

1. In general, the coordinator's handling of the related class makes you feel more positively towards the program than you expected to feel.

   Always_____ Usually_____ Sometimes_____ Rarely____ Never_____

2. Does the coordinator discuss areas in class, such as historical events, scientific facts, current events, etc., which are relevant to the course?

   Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

3. The faculty member engages in too much material unrelated to the subject.

   Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

4. Does it seem to you that the coordinator rambles too much? Tends to discuss in a single class period too many matters that are not really related to each other?

   Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

5. Does the coordinator relate real-life experiences with general practiced guidelines?

   Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

6. Do you believe that there is sufficient time to examine issues that come up in discussion?

   Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

7. Does the coordinator pay enough attention to students who ask relevant questions?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

8. Does the course seem to be well organized?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

9. In your judgement, does the faculty member have an organized plan for the class period?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

10. Does the coordinator allow and encourage class discussion?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

11. Does the coordinator make a reasonable effort to liven things a little by allowing some humor in class?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

12. In general, does it seem to you that the coordinator enjoys students?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

13. Does the coordinator exhibit a sincere interest for all student concerns?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

14. Does it seem to you that, generally, the coordinator is too impersonal with the students?

Always_____ Usually_____ Sometimes_____ Rarely_____ Never_____

15. If a student disagrees with the coordinator, does the coordinator treat that disagreement with fairness?

Always_____ Usually_____ Sometimes_____ Rarely_____Never _____

16. In general, the coordinator manages to pay enough attention to students of varying abilities.

Always_____ Usually_____ Sometimes_____ Rarely_____Never _____

17. Does it seem to you that, in general, the coordinator and the class enjoy being with each other?

Always_____ Usually_____ Sometimes_____ Rarely_____Never _____

18. Does the coordinator encourage students to come in individually and discuss personal problems or seek advice?

Always_____ Usually_____ Sometimes_____ Rarely_____Never _____

19. Does the coordinator exhibit any distracting mannerisms?

Always_____ Usually_____ Sometimes_____ Rarely_____Never _____

20. The method of teaching I found most stimulating and intellectually arousing was:

Field Trip_____ Lecture_____ Class discussion_____ Small group discussion_____

Film_____ Other_____

COOPERATIVE INDUSTRIAL EDUCATION QUESTIONNAIRE

Rate the following statements according to their importance, as each related to you while you were in the Cooperative Industrial Education program. Place an X in the space provided. The explanation of the scale is as follows:

Strongly Agree – Item was strongly stressed and had definite positive relationships to the program.

Agree – Item was part of the program and had some positive effect.

Disagree – Item was infrequent and did not seem to be planned part of the program.

Strongly Disagree – Item did not have any relationship and was for the most part non-existent.

No Opinion – Non-existent or not applicable.

1. The C.I.E. program provided a good opportunity for employment in my area of interest.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

2. Because of the C.I.E. program, I did not drop out of school.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

3. The coordinator helped to solve job-related problems that I encountered.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

4. The coordinator helped to solve school-related problems that I encountered.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

5. The related class information was useful.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

6. "On the Job" supervision was helpful.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

7. Additional supervision was not necessary.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

8. The C.I.E. program helped me to make decisions concerning my future in the world of work.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

9. The C.I.E. program helped me to understand the importance of job-related responsibilities such as being punctual, following directions, employer-employee cooperation.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

10. The C.I.E. program provided information concerning many types of employment opportunities.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

11. The C.I.E. program gave me a better understanding of the terms, working conditions, job benefits, and long range employment goals.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

12. Safety was stressed in the C.I.E. program.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

13. The C.I.E. program provided money that was necessary for me to remain in school.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

14. The C.I.E. program provided general and specific information about my trade interest.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

15. The C.I.E. program gave me a more realistic outlook about the world of work.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

16. Positive relationships with people were emphasized in the C.I.E. program.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

17. The C.I.E. program gave me a more positive attitude toward school.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

18. On the job evaluations by the coordinator were accurate.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

19. The job performance as evaluated by my employer was accurate.

___Strongly Agree ___Agree ___Disagree ___Strongly Disagree ___No opinion

In closing I would like to thank you for your time and effort. Please respond to the final questions.

What were the strengths of the Cooperative Industrial Education program?

What were the weaknesses of the Cooperative Industrial Education program? Do you have any suggestions to correct these weaknesses?

SUMMARY

The preceding units of study relate to the phase of the "ACCEPT" program dealing with General Related Instruction – behavioral aspects that are common to all work experiences. Students will explore such activities as: role-playing at job interviews, discussion concerning work attitudes and values, the need for promptness, getting along with others, and how best to succeed in the world of work.

Specific Related Instruction deals with the development of concepts, skills, and attitudes directly applicable and meaningful to the student, relating to career goals and demands of a specific training station job. Each student will have a plan for training formulated by the student, coordinator, and the employer; this plan will deal with specific and definite aspects of the student's job, facilitating individual learning on the job. Updating and revision to meet the needs of each student are suggested. Sample training plans are included as a suggested guide.

TRAINING PLANS

The purpose of the information contained in the following training plans is to provide teachers with practical suggestions for integrating specific and useful instruction in academic classes. The plans are designed to describe a specific job, the skills needed to perform that job successfully, and the academic skills relevant to that job. Many of the activities will also contribute to the ability to get along with others, to be a good citizen, and to develop respect for various areas of work.

TRAINING PLAN FOR A PAINTER

Objectives:
1. To know the different types of paint.
2. To be able to mix paint correctly.
3. To develop skill in measuring and painting surfaces.

Description of work to be performed (what the student must do)

I. Kinds of paint
- A. Surfaces suitable for each kind
- B. Care of surfaces before and after painting
- C. Determine the amount of paint necessary for job
  1. Measurement of area
  2. Determine number of coats necessary
- D. Mix paint

II. Painting
- A. Prepare area for painting
- B. Allow paint to dry
- C. Clean brushes and other equipment

Direct Related Knowledge (what the student must know to perform the task)

I. Kinds of paint
- A. Knowledge of types of paint
- B. Knowledge of care of painted surfaces

II. Tools
- A. Knowledge of brushes and other equipment
- B. Care of equipment before and after painting

III. Mixture of paint
- A. Knowledge of color mixtures

IV. Painting
- A. How to paint different surfaces
- B. How to set up area for painting
- C. Knowledge of drying procedures

Academic Related Knowledge (knowledge relevant to the task to assist judgment and problem-solving)

English
1. Courtesy
2. Speech
3. Spelling and vocabulary
4. Good manners

Math
1. Basic arithmetic skills
2. [illegible] to determine amount of paint [illegible]ded
3. How to determine total cost
4. Measurements

CIE Related – General
1. Care of equipment
2. Surfaces
3. Preparation for painting
4. Cleaning procedures
5. Safety

TRAINING PLAN FOR FLOOR LAYERS

Objectives:
1. To develop skill in installation of flooring.
2. To learn types of surfaces and floorings and care of each.
3. To develop skill in measuring and matching section of flooring.

Description of work to be performed (what the student must do)

I. Preparation of surface
- A. Cleaning
- B. Measuring
- C. Removing materials

II. Resurfacing
- A. Measuring
- B. Choosing materials

III. Installation of flooring
- A. Cutting
- B. Nails or adhesive

IV. Repair
- A. Measuring
- B. Matching
- C. Installation

V. Billing
- A. Determining cost
- B. Completing reports

Direct Related Knowledge (what the student must know to perform the task)

I. Surfaces
- A. Knowledge of types of surfaces.
  1. Care of surfaces
  2. Cleaning procedures
- B. Ability to measure correctly.

II. Resurfacing
- A. Ability to select proper materials

III. Installation
- A. Ability and skill in cutting and matching covering
- B. Skill to use tools

IV. Repair
- A. Knowledge of proper procedure for cutting and matching

V. Billing
- A. Knowledge of service charges
- B. Ability to figure costs

Academic Related Knowledge (knowledge relevant to the tasks to assist judgment and problem-solving)

English
1. Vocabulary
2. Courtesy
3. Handwriting

Math
1. Measurements
2. Figuring costs
3. Basic arithmetic skills

CIE Related - General
1. Courtesy
2. Hygiene
3. Personality
4. Safety
5. Surfaces

Specific
1. Safety
2. Care of tools
3. Use of tools
4. Measurements
5. Materials
6. Surfaces

TRAINING PLAN FOR NURSES' AIDES

Description of work to be performed (what the student must do)

I. General duties (in office)
- A. Take notes efficiently
- B. Answer the telephone politely
- C. Keep office neat
- D. Neat appearance
- E. Be able to file
- F. Use adding machine

II. General duties (in the hospital)
- A. Make up bed for patients
- B. Give patient back rubs if required
- C. Take temperature and blood pressure

Direct Related Knowledge (what the student must know to perform the task)

I. General duties (in office)
- A. How to take notes
- B. How to keep office neat
- C. How to file
- D. How to use adding machine

II. General duties (in the hospital)
- A. Methods of making up hospital beds
- B. Ability to give back rubs (knowledge of different lotions)
- C. Ability to take temperature and blood pressure
- D. Be acquainted with techniques to get patients ready for minor surgery and major surgery

Academic Related Knowledge (knowledge relevant to the task to form judgment and problem-solving)

English
1. Speech
2. Courtesy
3. Spelling
4. Telephone manners

Math
1. General math skills
2. Use of adding machine

Biology
1. Anatomy
2. Study of diseases
3. Study of hygiene

Science
1. Temperatures

TRAINING PLAN FOR ROOFER APPRENTICE

Objectives:
1. To develop skill in using tools.
2. To learn the application procedures for each type of roofing.

Description of work to be performed (what the student must do)

I. Know the materials
- A. Types of roofing
- B. Suitability
- C. Application procedures

II. Prepare necessary tools
- A. Roofing knives
- B. Adhesives or tacks
- C. Pincers
- D. Caulking guns

III. Apply roofing to surface

IV. Billing

Direct Related Knowledge (what the student must know to perform the task)

I. Materials
- A. Knowledge of roofing equipment and tools
- B. Knowledge of types of roofing
- C. Knowledge of application procedures

II. Tools
- A. Knowledge of necessary equipment and use
- B. Ability to use equipment

III. Application
- A. Skill in applying roofing

IV. Billing
- A. Knowledge of company billing procedure
- B. Ability to determine cost of jobs

Academic Related Knowledge (knowledge relevant to the task to assist judgment and problem-solving)

English
1. Speech
2. Vocabulary
3. Listening skills

Math
1. Figuring area
2. Basic arithmetic skills
3. Figuring costs

CIE Related – General
1. Hygiene
2. Safety
3. Personality
4. Care of equipment and tools

Specific
1. Tools
2. Use of tools
3. Types of roofing
4. Preparation of surfaces
5. Safety
6. Terminology
7. Care of equipment and tools

TRAINING PLAN FOR WORKER – BUILDING SUPPLIES OUTLET

Objective: To acquire the overall knowledge that a general employee must have.

Description of the work to be performed (what the student must do)	**Direct Related Knowledge** (what the student must know to perform the task)	**Academic Related Knowledge** (knowledge relevent to the task)
I. Meeting the Public	I. Meeting the Public A. Knowledge of manners B. Knowledge of sales techniques	**English** 1. Good speech, diction 2. Reading 3. Spelling
II. Inventory and cleaning	II. Knowledge of: A. Linear feet B. Square feet C. Board feet D. Cubic units – volume	**Math** 1. Areas 2. Linear 3. Volumes 4. Fractions 5. Rates and discounts 6. Angles
III. Storage and stocking of supplies and materials	III. Types of materials to use on various jobs A. Example: shingles vs. rock B. Example: $\frac{1}{4}$" vs. $\frac{1}{2}$" plyboards	**Science** 1. Balancing, vectors, counterweight 2. Compound compositions 3. Pigments 4. Friction 5. Gravity 6. Adhesion

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4. **Collective Bargaining** (A Labor Relations Game).
5. **Life Career** (A Career Planning and Decision game).
6. **Consumer** (Teaches Budgeting and Good Buying Habits).
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